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ABSTRACT

A study examined the process of awarding credit to youth participating in a special group of employment and training programs. Using a student questionnaire, field researchers collected data concerning 21 Youthwork, Inc., Exemplary In-School Demonstration Projects with one of the following four program focus areas: academic credit for work experience, career awareness, youth-operated projects, and private sector projects. Of the 21 projects studied, 18 offered credit for work experience as a regular program feature. In general, those projects affiliated with an alternative school, and hence under state education jurisdiction rather than local affiliation, were most likely to grant required credits for experiential learning. Fifteen of the 16 projects routinely awarding academic credit for program participation placed youth on a job. Only those projects placing youth in the public sector more than 70 percent of the time awarded credits for required courses. All the remaining credit-granting projects placed youth in the private sector and awarded elective credits. Among those factors ranked as the most important determinants of receipt of credits were employment-related factors such as employer evaluations, job attendance, and the job attitude of youth. (MN)

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academic credit for work experience: a study of youth employment and training projects experience

Heather E. Wiltberger

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OVERVIEW

ACADEMIC CREDIT FOR WORK EXPERIENCE: A STUDY OF YOUTH EMPLOYMENT AND TRAINING PROJECTS EXPERIENCES

This Occasional Paper is the last in a series of special reports prepared by the Youthwork National Policy Study (YNPS) on selected issues of the Exemplary In-School Demonstration Projects. These projects were funded through Youth Employment and Training Projects (YETP) funds established under the Youth Employment and Demonstration Projects Act of 1977 (YEDPA). The projects examined were a special group of local programs competitively funded by Youthwork, Inc., a public nonprofit organization established to study innovative and creative program strategies designed to address youth employment problems.

ACADEMIC CREDIT FOR WORK EXPERIENCE is a report on the process and development of credit awards which were granted to youth participating in a special group of employment and training programs and recognized by local education institutions. Data were collected from twenty-one Youthwork, Inc., projects which were representative of all the special focus areas funded by Youthwork, Inc. The specific categorical program focus of the projects included in the sample were: Youth Operated, Private Sector, Career Awareness and Academic Credit for Work Experience. The primary data collection instrument utilized to examine issues generic to the granting of credit was a structured questionnaire completed by field researchers located at the projects. Other sources of data were used to supplement and expand on the analysis.

September 1980

a collaborative project of Youthwork, Inc. and New York State College of Human Ecology, a statutory college of the state university

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A special note of appreciation is extended to Dr. Ray C. Rist, Director of the Youthwork National Policy Study (YNPS), for his critiques and editing of earlier drafts of this report and to Karen Adams for her work ing helping to prepare the report. Input and encouragement from other YNPS project staff, Mary Agnes Hamilton and Steven D. Johnson, were also appreciated. Although many have helped with this report, the author accepts full responsibility for the accuracy of the contents.

Heather E. Wiltberger

September 1980

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ACRONYMS

CETA	Certified Employment and Training Act
CBE	Competency Based Education
DOL	Department of Labor
LEA	Local Education Agency
YEDPA	Youth Employment and Demonstration Projects Act
YETP	Youth Employment and Training Programs
YNPS	Youthwork National Policy Study

INTRODUCTION

The Youth Employment and Demonstration Projects Act (YEDPA) of 1977 sought to encourage new and innovative strategies for addressing the employment problems of the nation's youth. The purpose of the act was to provide employment and training opportunities for low-income minority youth between the ages of sixteen and twenty-one years old as a means of increasing the current and future employability of the target youth population. Several new categorical programs were created under the act, one of which was the Youth Employment and Training Program (YETP). These programs sought to increase the employment prospects of youth through local Comprehensive Employment and Training Act (CETA) sponsorship of innovative youth employment programs. As part of the experimentation, local CETA prime sponsors were encouraged to develop youth programs under the YEDPA legislation jointly with Local Education Agencies (LEAs).

The act sought to redress the employment problems of youth by more closely involving both education and labor in the design and implementation of local youth employment programs:

> One of the more ambitious aspects of YEDPA is the heavy emphasis on bringing together prime sponsor youth programs and local school systems. There is an assumed complementarity between the CETA and education systems with respect to the populations they serve and the services they provide. The hope is that these mechanisms, such as the provision of setting aside 22 percent of each sponsor's YETP allocation to be administered under the terms of a joint CETA-LEA agreement, will force the two establishments to act in concert to leverage local resources into a comprehensive base of employment and training services to youth (Wurzburg 1979:5).

One of the means to comprehensively address the needs of potentially unemployed young adults was the YEDPA provision for awarding academic credit to youth for work experience gained through its programs. This device encouraged labor and education at the local level to develop programs that met both the employment and education needs of at-risk youth. As stated under Section 335(b) of the YEDPA legislation of 1977:

> The Secretary of Labor...shall work with the Department of Health, Education and Welfare to make suitable arrangements with appropriate state and local education officials whereby academic credit may be awarded, consistent with applicable state law, by educational institutions and agencies for competencies derived from work experience obtained through programs established under this title.

Bridging the Gap

This policy seeks to counter what has been suggested as a schism between the goals of education and the needs of labor in the preparation of youth for adulthood and employment. Both systems, by their separate approaches to helping youth prepare for the transition from school to work, have failed either to educate or to teach basic employment skills to youth (Congressional Budget Office, 1980:4). Over the past ten years, compensatory education programs, established under Title I of the Elementary and Secondary School Education Act of 1965, have been unsuccessful in remediating targeted secondary school youth (Maeroff, 1980). Despite the expenditure of over $20 billion by the Department of Education on

compensatory education programs, there has been a negligible effect on the improvement of reading scores of high school age youth, particularly for low-income and minority populations.

Department of Labor programs have also been criticized for failing to help youth in the labor market in that they have been unsuccessful in remediating the target population to the extent that employers will hire and retain them (Berry and Pine, 1979; and Fuller, 1980). Both systems' programs, in failing to teach the basic skills necessary to obtain and retain employment, have not met the needs of youth, especially low-income and minority youth.

The YEDPA legislation, by combining the strengths of the different service strategies of labor and education, attempts to help potential dropouts and/or unemployed youths stay in school and obtain both employment and basic skills. One of the mechanisms to achieve this goal was the encouragement to grant academic credit not just for employment skills, but for basic skills as well. Under the guidelines developed by DOL (1977) YEDPA legislation stated (from YEDPA 1977 sec. 335b):

> The Congress fully intended that arrangements be made with state and local education officials so that academic credit would be given for the skills and knowledge acquired through work experience that would deserve credit if learned through traditional schooling or in other ways. In referring "competencies", the intent of the legislation was not to limit recognition narrowly to job skills but also to the basic skills of language and mathematics and knowledge of society and how to assume responsibility in it. The credentials that may be earned in these programs of work experience and training will recognize "competencies" in occupational skills and in the areas of traditional skills as well *U.S. Department of Labor, 1977:1).

Beyond the intent of helping youth obtain basic skills (i.e., math and reading), the encouragement to award credit through an accredited educational institution was based on the belief that accreditation of the target population would in part ameliorate the youth employment

problem:

> That credentials help in getting jobs...is based on the belief that having a credential or diploma helps an unemployed person tremendously in getting a permanent job. The goal of the CETA program is to further job opportunities for economically disadvantaged, unemployed and underemployed people (Mishler, 1979:1).

Therefore, the YEDPA legislation of 1977 as an amendment to the CETA legislation of 1973 seeks to add an educational service component to its programs to: 1) transmit basic skills and 2) award credentials to its target youth population. The term academic credit, as delineated by YEDPA guidelines, means learning sanctioned and recognized by accredited education institutions and acquired through work experience in both basic and job skills.

Education institutions in the United States have been experimenting with experiential learning programs since the early 1900's. The movement has been to offer competency-based education (CBE) programs geared toward the acquisition of basic skills through alternative, outside-the-school learning experiences. During the 1960's the political atmosphere of citizenry questioning the value of education and demanding accountability led towards the development and expansion of new approaches to learning. Experiential learning "in which the learner is directly in touch with the realities being studied" (Keeton and Tate, 1978:2) can be accomplished in either a classroom or nonclassroom setting. As suggested by the YEDPA legislation, nonclassroom learning experiences were to be developed and accredited through YEDPA-funded programs. The learning that occurred was also to be sanctioned or sponsored by an education institution.

Experiential learning programs sponsoring outside-of-classroom learning in basic skills inaugurate a new effort to implement joint education and labor programs. Despite the novelty of this legislation,

there are few legal restrictions on the award of credit for nonclassroom experiential learning approaches. As discussed in an earlier paper (Wiltberger, 1980):

> Several different sources have the authority to sanction knowledge and skills gained by the population for competencies acquired through participation with an education institution. These include: state legislation, guidelines and standards; state boards of education; curriculum committees (local, state and national); and accrediting associations (NCR Voc. Ed. 1979: 14). While many different institutions may be involved, the local school district has the primary legitimizing function of awarding credits for learning which occurs in their districts at the secondary level (Wurzburg, 1980:9).

Few studies have examined the responsiveness of local school districts in recognizing nonclassroom learning as specified under the YEDPA legislation. Wurzburg (1980) surveyed a number of CETA prime sponsors across the nation and found that two-thirds of those queried said that academic credit for work experience was available through their programs. There was a disjuncture, though, between availability of credit and the actual award of credit. While the majority of prime sponsors said credit was available, only 5 percent of the YEDPA participants had actually received credit (Wurzburg, 1980:9). Another study, conducted by the State University of New York in 1978, found that 15 percent of the CETA participants interviewed <u>might</u> be able to receive academic credit for their work experiences. Yet a third survey (Knapp et al. in Keeton and Tate, 1978) of post-secondary institutions found that only a small number of students, in about half the surveyed institutions, receive even the minimal available (as defined by the education system) credits for nonclassroom learning experiences. These findings suggest that while there may be an expansion of experiential learning programs (Keeton and Tate, 1978:1) and few legal restrictions, the YEDPA provisions for awarding credit for work experience have not been sanctioned by education institutions.

The main reason for resistance by education institutions to awarding credit for work experience concerns quality assurance. Education administrators find it difficult to determine what has been learned in settings outside the classroom (Craft in Keeton and Tate, 1978:38). As summarized by another researcher:

> Most educators contacted express a genuine concern for the economically disadvantaged unemployed or underemployed persons which CETA seeks to help. However, there is some despair over whether, realistically, it was possible to develop and maintain standards in areas outside the direct purview of the school. Would not the credibility of credit be diluted, or even the high school diploma itself be downgraded? (National Center for Research on Vocational Education, 1979:19-20).

The Youthwork Initiative

To study issues endemic to awarding academic credit for work experience, Youthwork, Inc., a nonprofit intermediary organization funded through DOL and foundation monies, established more than sixty YETP Exemplary In-School Demonstration Projects. Of these programs, fourteen were competitively funded on the basis of their primary goal, which was to award academic credit for work experience. Three other program focus areas were also established by Youthwork, Inc., to develop knowledge through research of each program's specific goals and strategies. The other focus areas outlined by Youthwork, Inc., include: private sector, career awareness, and youth-operated projects.

Each focus area was funded on the basis of its primary program strategy as designed to address youth unemployment problems. The private sector focus area was funded to investigate how private sector employers could be encouraged to participate in youth employment programs. As such, these programs offered work experience, on-the-job training, and placement to youth primarily in private sector job slots. The projects focusing on academic credit for work experience placed youth in a mix

of public and private sector jobs. The difference between this focus area and the private sector focus area was the addition of the goal of developing and operationalizing the means of granting credit for work experience. In both focus areas, job-seeking skills classes, career awareness services, and other employment-related services were offered in varying degrees to participants.

The other two focus areas funded by Youthwork, Inc., were youth-operated and career awareness projects. The Youth-operated project's goal was to increase youth participation in the creation and retention of employment. Other services, such as those available at the projects in academic credit for work experience, were also offered. The career awareness projects were designed to promote career awareness through career information, guidance, and job-seeking skills activities. These projects offered a gamut of services to youth and included, at a number of projects, job placements as part of the career awareness component. In all, the distinction between the focus areas was in the primary strategy of the programs rather than the service emphases.

As all of the Youthwork, Inc., projects were established through the YEDPA legislation as special YETP programs, each focus area could also additionally award academic credit for work experience. This report examines which of and how these programs have fared in the granting of academic credit for work experience.

On This Report

This report was generated as a special study component of the Youthwork National Policy Study (YNPS). The purpose of this study was to explore how the Youthwork, Inc., YETP Exemplary In-School Demonstration Projects have operationalized the academic credit for work experience

provision of the YEDPA legislation. Specific issues addressed in this report were taken from the research agenda of Youthwork, Inc. (Youthwork, Inc. 10/1979). These include:

- What program characteristics differentiate projects that award academic credit for work experience from those that do not?
- What are the different types of academic credit awarded and, in terms of differences in work experience, on what basis are credits awarded?
- What program characteristics differentiate projects offering different types of academic credit?
- What is the nature of the relationship between the types of academic credit given and the kinds of work experience for which those credits are given?

Sample

The sample consisted of twenty-one of the Youthwork, Inc., Exemplary In-School Demonstration Projects. The YNPS on-site observers active at twenty-eight of the Youthwork projects were contacted to participate, and seven did not respond. Of the 75 percent sample obtained, six projects were in the focus area of academic credit for work experience (100% response), three in the area of youth-operated projects (60% response), seven in the focus area of career awareness (64% response), and five were private sector projects (83% response). The projects represented by the on-site observers were located in fifteen states in the continental U.S. and represented a cross-section of the focus areas of the Youthwork, Inc., projects.

Methodology

The primary data collection methodology employed was a set of survey questionnaires sent to on-site observers located at twenty-eight Youthwork, Inc., projects. These on-site observers were trained ethnographers who

had been collecting nonparticipant field note data for the YNPS for nearly two years. Two sets of questionnaires were sent to the observers along with a general project questionnaire (see Appendix).

The observers were instructed to complete either the first or second questionnaire depending on whether or not their project granted academic credit to youth for program participation. Each observer was instructed to complete, on the basis of his or her knowledge of the project, one of the questionnaires and the general information sheet. If they had any questions regarding necessary data, they were requested to ask the project person most knowledgeable on the particular question. Project files on participants at each project that granted credit were also used to complete the questionnaires.

To supplement the questionnaire data, information gathered from past YNPS reports (Rist et al. 1979, 1980a, and 1980b) was used. These reports examined data and presented findings from all of the projects participating in this study. As such, the information contained in the reports was a useful means of complementing the present data and elaborating on findings in the present report.

FINDINGS

Availability of Credit Through Programs

The majority of the Youthwork, Inc., projects represented in the questionnaire sample offered credit for work experience to program participants. Only five of the twenty-one projects did not offer credit to participants as a regular program feature. Under exceptional circumstances two out of the five projects not routinely awarding youth allowed credit to be granted in a few cases. Therefore, eighteen of the twenty-one projects were involved in the granting of credit to program participants during their period of operation.

By focus areas, all of the private sector (n = 5) and academic credit (n=6) projects awarded credit to participants. Several of the career awareness projects offered credit as a routine program feature (n=3), while others did not offer it at all (n=3) or only under special circumstances (n=1). Two of the youth-operated projects granted credit to participants consistently, whereas a third project only granted credit to a few participants. Shown in Table 1 is a summary of the distribution of projects by focus area and their relationship to the award of credit.

Table 1

The Granting of Credit to Participants by Project Focus Area

	Award of Credit			
Project Focus Area	Credit granted as a regular program feature	Credit granted under certain circumstances	No credit granted	n
Academic Credit	6	0	0	6
Private Sector	5	0	0	6
Career Awareness	3	1	3	7
Youth Operated	2	1	0	3
Total n	16	2	3	21

Whether or not a Youthwork project granted credit to participants was a function, in part, of the primary service strategy of the project. The academic-credit-for-work-experience projects were funded specifically to develop means of granting credit, and this was their primary program component. For the private sector projects, as well as the other focus area projects that granted credit as a regular feature of their programs, the awarding of credit was a secondary program strategy. In all but one case,

the projects that routinely awarded credit had plans to do so written in their Youthwork, Inc., contracts. The exception was one private sector project that negotiated to grant credit with the LEA after a year and a half of operation. Initially, this project did not award credit because the local school districts were not interested in the idea; furthermore, the project became operational in mid-December of 1978 and, consequently, was not in synch with the school calendar (Rist et al. 1980:103-104). After the school districts were approached by the director in the Fall of 1979, an agreement was reached to award credit under special circumstances (to youth over sixteen and not retroactively). The project then shifted its priorities and added an extra two hours of classroom instruction to its program. A career awareness project that had contracted to award credit obtained the same LEA limited credit agreement. The reason for the LEA's decision to limit the award of credit to older students was to prevent sixteen year olds from graduating and not being able to find work. A guidance counselor at one of the participating schools stated:

> We are having a credit explosion here. The results are that some kids can graduate when they are sixteen years old...If by granting credit for this program, it would allow more sixteen year olds to graduate--well, that might be a real problem. You have got to remember that a sixteen year old out of high school cannot find a job (Rist et al. 1980:104).

Only three projects out of fifteen that originally had planned to grant credit were unable to do so as planned after two years of operation. However, during the first year of operation, FY 1978-1979, five out of eleven academic credit projects experienced difficulty implementing this component. Lack of commitment from the legitimizing institution (the LEA) was the basis for the difficulty, despite written LEA-CETA agreements to grant credit:

> The six projects which have not had more than minor difficulties getting credits awarded to participants had the support at all levels of the school system bureaucracy, whereas the remaining projects, which were experiencing problems, only had the support of one or two levels of the school system. If only one sector of the school bureaucracy, e.g. guidance counselors, was committed to the program or interacting with the project, then the project had difficulty getting credit for the participants, particularly basic skills credit (Rist et al. 1979:78).

At the three Youthwork, Inc., projects that did not grant credit (all of them career awareness projects) as a regular program feature, two of the projects--even though they had contracted to award credit--were unable to finalize credit negotiations with the school system. As one of the on-site observers at these two career awareness projects explained:

> Arrangements were never finalized with schools and with the Board group responsible for certifying students for academic credit. The subject was brought us in the course of meetings on other subjects, but no conclusions were reached and the subject was not pursued to the point of a decision (May 1980).

It appeared from the questionnaire data that either the school system personnel or the project staff at these two projects lacked the commitment to lobby for this program component. At one of these projects, the issue of granting credit was discussed by the project director with the CETA contract liaison person, the school superintendent, and principal. Other staff, whose commitment was found to be crucial to the implementation of granting credit, namely school guidance counselors (Rist et al. 1980b: 62-68), were never approached. At the other project, the CETA program coordinators approached the school board with the credit issue and also discussed it with the CETA prime sponsor. Aside from the school board contact, no other LEA person was contacted. The project director at this project did not initiate any discussion of awarding credit with program LEA sponsors, despite the contractual commitment to operationalize this program strategy.

The third project that never awarded academic credit to program participants had not originally contracted to award credit. This career awareness project, which had two secondary school sites, did discuss the issue of granting credit with one site's school principal. At the other site, the Youthwork, Inc., program officer responsible for the project initiated credit discussions throughout the LEA bureaucratic system. In neither case was progress reported in obtaining permission to grant credit to program participants. From the questionnaire data, this project director appeared to lack either the commitment or the knowledge to effect change in the school system.

The situation occurring at one of the career awareness projects that granted credit under exceptional circumstances demonstrates what may have happened at the career awareness project that never granted credit and never intended to. At this project, four students received credit through other programs operating at the project-affiliated school. Located off school grounds in a special office building, three of the students received a variant of vocational education credit, and the fourth received credit through a distributive education program. Credit awards were determined without any contact between the project and the accrediting institution (an alternative school and vocational technology school). Either the project participant or the school program personnel initiated and arranged the credit received by participants. The observer summarized:

> The instructor at Vo-tech was so impressed with the Youthwork program that even though the students did not work enough hours to receive credit from their program, he gave it to them anyway. He also said he could have put all the Youthwork participants through his program and then they could have gotten academic credit for work as well as the minimum wage they received. The Youthwork project director did not know about the Vo-tech program and felt the instructor should have come to him. Of course, the instructor thought the project director should have asked him about it...The Youthwork

project director and staff did not think in terms of academic credit and had no knowledge of existing programs which could have given credit had they known (May 1980).

At this project and at the project that had not contracted to award credit, project personnel may have been ignorant of the possibility of experiential education credit procedures and local programs. Additionally, one private sector project managed to grant credit, although no initial LEA-CETA agreement to do so existed. At this latter project, the director lobbied effectively to obtain credits for program participants.

For the projects that either did not intend to award credit or were not able to despite an LEA-CETA agreement, several factors impact on whether credit was (eventually) awarded. These include: 1) commitment of project director to award credit, 2) contact with LEA guidance counselors (after initial LEA principal contact), 3) sustained LEA negotiations, and, for the projects that never intended to award credit, 4) knowledge of experiential credit options and contact with other local alternative education programs granting credit for work experiences. That only three projects out of fifteen that had intended to grant credit experienced difficulty (and another project which after a year of operation added this component to their program, to make a total of sixteen out of twenty-one projects) indicates that the local education agencies affiliated with the projects were receptive to experiential education credits.

Type of Credit Awarded

As designated by the state and implemented by the LEA, both elective and required subject matter credits were awarded by the Youthwork, Inc., projects. Of the sixteen projects that routinely awarded credit to participants, over 50 percent (n=9) granted credit in LEA-required subjects, whereas the remaining projects (n=7) awarded credits in elective

subject areas only. In Table 2 below is summarized the type of credit awarded by projects in the four focus areas.

Table 2

Type of Credit Awarded by Youthwork, Inc., Projects

Project Focus Area	Required	Elective	Total
Academic Credit	5	1	6
Private Sector	0	5	5
Career Awareness	3	0	3
Youth Operated	1	1	2
Total	9	7	16

At eight of the projects that awarded LEA-required credit, required or academic credits were awarded in both basic skills areas (English and math). The ninth project that awarded LEA-required academic credits, in the focus area of youth operated, did not award math credit. Required history credit was awarded at seven of the projects, and science credit was granted at eight projects. Health credit, required by the LEA at five project localities, was awarded by three projects. At the four school districts where health was either not taught (n=1) or was elective (n=3), no credit was granted in this subject area. Physical education credit was required in seven school districts and was awarded by four Youthwork, Inc., projects. The remaining three projects did not award physical education credit. Two projects in districts where the LEA considered physical education credits as electives did not award credits for it. Art was an elective subject at all nine project-affiliated school districts, and credit was awarded by eight of the projects. All

nine projects that granted LEA-required credits also awarded credits in subjects related to career awareness or vocational education.

Of the subject areas in which all sixteen projects granted elective vocational education or career awareness credits, course titles varied, being influenced by regional differences as well as by the focus of project curricula and activities. Included were vocational math, reading, business, work study, and cooperative education.

Two factors, namely project location and project priorities, were found to impact on whether or not a project awarded academic (LEA-required) credit to participants. First, program analysis has found that those projects located off school grounds had the most difficult problems in negotiating for credit award permission from the LEA (Rist et al. 1980: 47). Of projects operated under the focus area of academic credit for work experience, only one after two years of Youthwork, Inc., funding was unable to get the support from or sanction of the LEA to grant required credit. The project was able to routinely award elective credits. An earlier analysis of this project's difficulty in obtaining permission from the LEA found that this project lacked the political leverage to lobby effectively with the school system (Rist et al. 1978: 78). The LEA, through its guidance department, refused to seriously consider the project requests.

In other focus areas, project location and affiliation were found to be the most important determinants of whether or not the project granted academic credit. All four projects in focus areas other than academic credit that granted required credit were affiliated with an alternative school. Of the seven projects that granted only elective credit, only one project was sponsored by an alternative school. The remaining six projects were affiliated with an LEA or nonprofit

organization. Further, the two projects that granted credit only under special circumstances were not affiliated with an alternative school (one was located at a community-based organization site and the other at a secondary school). The three projects that never granted credit, all of which were in the focus area of career awareness, were also located in a secondary school building (n=2) or a nonprofit organization facility (n=1). Thus, project education authority affiliation and corresponding project location was the most important determinant of whether or not a project awarded required credit.

Second, the priority of strategies undertaken by the projects determined the type of credit the program would award. The private sector programs focused foremost on providing work experience, career exploration through job placement, or on-the-job training as their primary strategy for addressing youth's school-to-work transition problems. Hence, the award of credit was only in electives for job-related activities and time spent at work rather than remedial education. The youth-operated programs also focused on work experience and specific areas of career exploration. These three projects awarded either: 1) no credit (although contracted to, the curriculum was never developed), 2) elective credit (work experience provided) and 3) both elective and required credit (education and work experience services provided). The career exploration projects, in a fashion similar to the youth-operated programs, had differences in service priorities at their projects. Table 3 summarizes the priorities of the projects in their delivery of services.

Table 3

Service Priority of the Youthwork, Inc., Projects in the Four Focus Areas

Project Focus Area	Employment Preparation	Education	Work Experience	Total
Academic Credit	0	4	2	6
Private Sector	1	0	4	5
Career Awareness	4	2	1	7
Youth Operated	0	1	2	3
Total	5	7	9	21

The seven projects that listed education services (i.e., remediation, tutorship, or GED preparation) as the activities engaged in the most also granted LEA-required credits. Of two other projects that granted required credits, one ranked education services second (n=1), and the other (a career awareness project) taught career courses as a special component of the school's regular classroom activities. All the other Youthwork, Inc., projects (n=12) spent the most time delivering employment preparation or work experience activities and in all cases granted only elective credits.

In summary, those projects affiliated with an alternative school, and hence under state education jurisdiction rather than LEA affiliation, were the most likely to grant required credits for experiential learning. LEA secondary schools were not as receptive to alternative education strategies. Another factor related to the type of credit awarded was the program's service delivery design. Those projects that awarded credit in required areas also had developed, spent the most time on and gave highest priority to in-class remediation/education services.

Relationship Between Credits and Program Activities

All but two of the twenty-one Youthwork, Inc., projects examined placed youth participants at work sites as part of their services. Once placed at either a public, private, or project-created work site, the youth worked between ten and twenty hours a week at the site. The two projects that did not place youth on a job site were both career awareness projects. Table 4 below presents the primary sector placement utilized by the projects in the four Youthwork, Inc., focus areas.

Table 4

Job Sector Used for Placement by the Youthwork, Inc., Four Project Areas

	Primary Job Sector*			
Project Focus Area	Private	Public**	No Placement	Total
Academic Credit	1	5	0	6
Private Sector	4	1	0	5
Career Awareness	1	4	2	7
Youth Operated	1	2	0	3
Total	7	12	2	21

*"Primary" is defined as over 70% of participants placed at jobs in this sector.

**Two projects developed their own sites at the project; these are classified as public sector.

The nine Youthwork, Inc., projects that awarded required academic credits to participants placed participants in the public sector. None of the projects that placed youth primarily in the private sector awarded required credits. Only one project, in the focus area of career awareness, did not place youth at a work site but awarded participants credit. In this case, required credit was awarded for career and employment classes

conducted within the secondary school's regular school curriculum. Other than this project, the sixteen programs that regularly granted either elective or required credits offered youth participants a job placement.

The type of credit that a project awarded was related to the factors used to determine if a participant should receive credit. From the questionnaire data, the seven projects that awarded only elective credit (n=7) gave highest ranking to factors related to placement activities. In other words, factors such as job attendance, attitude, and supervisor-youth evaluations were the most important criteria used to determine receipt of credit. The nine projects that awarded required credits in addition to elective credits all gave highest ranking to traditional means of ascertaining credit: written assignments (quality and completion), project-generated tests, class attendance, and teacher evaluations. These were the same projects that listed as their primary service the provision of education/remediation services. Although eight of these projects also placed youth at a job site, in no case was job-related input ranked higher than third in determining credit. Neither were LEA, state, or standardized tests ranked important in determining receipt of credit. In all cases, the projects had developed their own tests to measure student performance and determine academic credit awards. Therefore, although these eight projects did not utilize (to a great extent) employer or job-related input, neither did they use their education agency affiliates' exams.

The most common means for ascertaining youth learning used by the projects was the development of individualized learning contracts. Although no data exists for the five private sector projects, five of the academic credit projects, one youth-operated project, and one career awareness project used learning contracts to measure youth performance. These

contracts specify objectives and competencies that each youth must achieve to receive full credit for participation. Currently, all of the projects known to use learning contracts (n=7) have changed to are in the process of changing their means of determining credit. Ten out of sixteen projects have changed or will alter some aspect of the way they determine or award credit.

Of the ten projects changing their credit award services, eight were those granting required and elective credits. (Of the projects granting required credit, the only one not planning any changes was the career awareness project that meshed its curriculum with the regular secondary school's coursework.) The other two projects out of the ten projects changing their credit services were private sector projects awarding elective credit. One of these projects, discussed earlier, added ten hours of classtime to the project after receiving LEA permission to grant credit. The other private sector project, which also grants elective credits, has decided to involve employers more in the evaluation of on-the-job youth performance. Aside from two academic credit projects, this was the only project to seek more employer input into the youths' credit activities. The remaining seven projects did not change the employer-project relationship, which in the past had not factored highly into a youth's receipt of credit.

Aside from the fact that only three projects out of ten decided to involve job supervisors to a greater degree in the students' program/credit activities, the changes proposed or implemented were project specific and had only one trend: learning contract revisions common to all seven. The particulars of the contract changes were idiosyncratic and included development of more specific objectives, pre- and posttests

of youth skills, new or different means of measuring competencies, general standardized skills checklists, and study of the relationship between specific job activities and competencies. Four also added new subject areas in which they could grant credit. Partial credits are now available at two projects. (Many school districts do not allow partial credits, and these projects, located in such a district, obtained permission to grant partial instead of full credits.) In all cases except one, these seven projects were operationalizing changes in the education component of their program rather than the employment/work experience component.

Possibly, these seven projects believed they could effect a change in their education services rather than employment-credit relationship strategies because the latter was not within their control. Of the fourteen projects that grant credit and place youth at a job site, eight projects reported difficulties with the work experience component of their projects. Some of the difficulties reported, such as lack of transportation (n=4), were not structural problems. All other problems encountered would be more difficult to remedy, including scheduling problems (n=4) or lack of requested or needed job sites, such as in the skilled trades of carpentry, welding, electronics, plumbing, and auto (n=6), fine and applied arts (n=4), medical/health (n=2), and clerical (n=2). The stated reason for the problem went beyond sector placement limitations: legal restrictions (the age limits for placements as defined by federal child labor laws) and local economic-political reasons were most often cited as delimiting factors.

In summary, the process of determining the award of credit for program activities has been changing over the past two years. Projects

awarding required academic credits use traditional means of determining learning, such as written tests, attendance, and youth attitudes. Although the means of ascertaining learning was similar to procedures of LEAs, the curriculum design was different. Projects awarding required credits used individualized learning contracts, which outlined youth-specific learning objectives and expected competencies. Work-related feedback was not important in awarding credit for these projects. The projects that award elective credits relied on work experience factors to determine receipt of credit. These included job attendance, attitude, and supervisor evaluations.

A little more than half of the projects had difficulty matching youth needs or interests with a work experience placement. Although one project tried to alleviate problems by moving into the private sector, three of the four private sector projects experienced youth-job matching problems. Both public and private sector placement programs were limited in the available scope of placements by child labor law restrictions and local economic recession problems. Therefore, placement difficulties involved more than sector limitations; in both cases, either federal regulations or the state of the economy presented difficulties for projects trying to develop and place youth at appropriate work sites.

SUMMARY AND RECOMMENDATIONS

Data was collected from twenty-one Youthwork, Inc., YETP Exemplary In-School Demonstration projects to examine several issues generic to the awarding of academic credit to youth for work experience activities. The primary source of data was a structured questionnaire completed

by YNPS ethnographers located at each project in the Spring of 1980. Additional data derived from ethnographic field notes of the projects over a two-year period were utilized to supplement the questionnaire findings. Youthwork, Inc., projects located in fifteen U.S. states were included in the sample.

The objectives of this report were to examine several components of the Department of Labor and Youthwork, Inc., research agendas. Items selected for study included the availability, type, and determination of credit awarded to youth participating in joint labor and education special employment and training programs. The goal of this report was to examine how the academic credit for work experience provision of the YEDPA legislation of 1977 was implemented and operationalized by an exemplary group of YETP programs.

Availability of Credit

The majority of the Youthwork, Inc., YETP Exemplary In-School Demonstration Projects examined credit awarded to youth for program participation. Of the twenty-one projects included in the questionnaire sample, sixteen routinely granted credit and an additional two projects awarded credit under exceptional circumstances. Only three projects did not grant credit to youth for program participation during any period of their two-year operation (FY 1978-1980).

All of the Youthwork, Inc., projects funded in the focus areas of academic credit and private sector awarded credit to youth participants as a regular feature of their programs. Of the other focus areas, two out of three youth-operated projects consistently awarded credit, whereas the third project from this sample occasionally awarded credit. Under the focus area of career awareness projects, three never granted credit, one sometimes did, and the remainder (n=3) regularly awarded

credit. Excepting one project, those projects that awarded credit consistently (n=16) had an LEA-CETA contractual agreement to do so.

Several factors were found to be related to the availability of credit to youth for program participation. Foremost, having a written LEA-CETA commitment to award credit to YETP participants almost assured that recognized credit would be granted. Only three projects out of eighteen that had such a contractual agreement were unable to routinely, if at all, award credit. All three of these projects were in the focus area of career awareness and were affiliated with a secondary school(s).

On the basis of the experience of the academic credit projects in implementing their credit plans, it was deduced that the LEA affiliation, rather than the focus area of the projects, impacted on the career awareness projects credit restrictions. From past analysis (Rist et al. 1979, 1980a) it was found the LEA institutions were the most restrictive in granting experientially based education credit and that special entry procedures must be used to achieve sanctioning of project activities. Local school policies of not allowing youths under sixteen years old credit for out of class activities (as a means of easing employment problems) impacted on the LEA resolution to limit credit availability. Where local policies restricted experiential education credit awards, special LEA entry procedures were found to be necessary to obtain the sanction to award credit. After support of the LEA school principal had been gained, school guidance counselors had to be contacted and a commitment from them to the program obtained for credit to be awarded. At two projects that had an agreement to award credit but could not, the negotiation process with the LEA was incomplete in that LEA guidance counselors were not contacted. From the data, it appeared that project directors themselves either were not committed to the strategy of awarding

credit or did not know the proper LEA lobbying channels. Another factor is that the project directors were unaware of other local programs that granted experience-based education credit.

In summary, for academic credit for program activities to be awarded to YETP youth participants, two procedures must be observed: 1) completing contractual LEA-CETA credit agreement and 2) following proper negotiating strategies. To negotiate with an LEA to operationalize credit plans, project directors must: 1) be committed to experience-based education, 2) be knowlegeable about experiential learning techniques, 3) gain LEA entry through school principals, and 4) obtain support from LEA guidance counselors. It is recommended that these procedures be observed to make credit available to YETP participants.

Type of Credit Awarded

The education organization with which the Youthwork, Inc., project was affiliated was the most important determinant of the type of credit awarded. Alternative school project sponsorship was more likely to result in required academic credits being awarded than secondary school affiliation. Six of the seven projects that granted only LEA-state elective credits were sponsored by an LEA, whereas all four of the projects (not in the focus area of academic credit) that granted required credits were affiliated with an alternative school. The only academic credit focus area project that was not able to grant required credits was sponsored by an LEA.

Second to institution sponsorship, the focus area of the project and its program strategies impacted on the type of credit awarded. Those projects where the primary strategy was education were more likely to grant required or basic skills credits than were those projects where the foremost strategy was provision of work experience or employment preparation services. Where the program priority was education/remediation, more

time was spent on these activities than on employment-related services. If the granting of required academic credits is preferred, it is recommended that projects be funded under an alternative school sponsorship, the primary service delivery plan being education/remediation of youth.

Relationship Between Credits and Program Activities

Fifteen of the sixteen projects routinely awarding academic credit for program participation placed youth on a job. Only those projects placing youth in the public sector more than 70 percent of the time (n=9) awarded required credits. All the remaining credit-granting projects placed youth in the private sector and awarded elective credits. In part, this relationship was based on the primary service strategy of the project. When asked to rank the most important determinants of receipt of credit, those projects granting elective credits ranked employment-related factors highest. These factors included employer evaluations, job attendance, and the job attitude of the youth. Projects granting required credits gave education determinants highest priority, including written tests, class attendance, and the attitude of youth in the classroom. Employment-related criteria were developed and used as a major determinant at only one project that granted required credits.

To determine the award of required credits, projects used competency-based education techniques. Learning contracts outlining specific objectives and competencies to be demonstrated by each youth were used by the projects. Project-generated tests and written assignments were the most common means used to determine skill mastery.

The process of measuring learning through contract plans was changing at the majority of projects that award required credits.

Only one project that grants required credits was not anticipating or implementing any changes in its means of determining credit awards. For those projects that grant elective credits only, five out of seven do not anticipate any changes. More employer input or work experience-related activity were planned at three of the ten projects proposing or operationalizing changes. All other changes occurring at the remaining seven projects entailed learning contract revisions. These changes included several different project-specific plans, such as new competency measurement tools, skill checklists, and more specific objectives. Four projects were also expanding the areas in which they could grant credit, and two projects were beginning to award partial instead of full credits.

The lack of relationship between work experience activities and required-credit plans or proposed changes may be a result of the difficulty projects experienced in matching youths to jobs. Whereas education plans could be changed or improved, the employment-related problems were structural in nature and difficult to address. Impediments to placing youth on appropriate jobs included such factors as the general economy (or how the national recession affected localities) and federal child labor laws. The first problem, economic conditions, impacted programs by limiting jobs in all areas, whereas the second problem, child labor laws, restricted the placement of youth in skilled jobs. Without a wide variety of potential work sites, projects either cannot or will not design their required credit determinants to include work experience-related activities. The impact of child labor laws and of the recession on youth employment and training programs requires further study to examine means to circumvent the difficulties imposed by these two problems.

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APPENDIX A

ON-SITE OBSERVER QUESTIONNAIRE

youthwork national policy study
m124 mvr hall
cornell university
ithaca new york 14853

(607)256 4431

April 23, 1980

TO: On-Site Observers

FROM: Heather E. Wiltberger, Project Assistant

RE: Collection of Information on the Awarding of Academic Credit for Work Experience

This coming June a special report will be issued on the Youthwork, Inc. projects granting of academic credit for work experience. While the primary data analysis will be conducted from the protocols you have supplied to us over the past year, it is necessary to supplement this data with a short questionnaire. This questionnaire was designed to collect additional information and/or to triangulate on information we already have on the subject of awarding academic credit. All projects are requested to participate in this survey, and to return the questionnaire to me by May 30, 1980.

Instructions for filling out the questionnaire are enclosed. As the questionnaire was designed to be brief and require only one or two days of your time to fill out, some information on the subject of awarding academic credit for work experience may be neglected. To remedy this problem in part, I have provided a sheet marked "Additional Comments" where you can discuss further some of your answers, make new points, and refer to your protocol work. As I am not familiar with many of your protocol material, I would appreciate your cross-referencing the subjects of the questionnaire with your appropriate protocol numbers in the section "Additional Comments". If you have any questions, please do not hesitate to call me (607-256-4431).

HEW:ka

Enclosures

a collaborative project of Youthwork, Inc. and New York State College of Human Ecology, a statutory college of the state university

INSTRUCTIONS

1. The questionnaire was designed for observers to fill out. For several questions, you may want to consult with the directors of the project, MIS person, or another individual to collect the requested information.

2. The questionnaire was designed to be brief and to the point. Please help us achieve this goal by keeping your answers concise and legible. Space has been provided for further information or elaboration under the section marked "Additional Comments".

3. Each observer must fill out and return two questionnaires. The first questionnaire "General Information" is enclosed and is to be completed by every on-site observer. The second questionnaire enclosed is entitled either "Projects which award academic credit" or"Projects which do not emphasize the awarding of academic credit". Based on your protocol data and the project's grant proposal, I have chosen to include one of the above questionnaires for you to complete for your project along with the questionnaire entitled "General Information".

4. For several projects it could not be determined which questionnaire on academic credit was most relevant to the project. In this situation, I enclosed both questionnaires and left it to the observer to choose one or the other to fill out based on which questionnaire was most appropriate to his or her project. The first questionnaire, entitled "Projects which grant academic credit: was developed for those projects which grant academic credit as a regular programmatic feature. The other academic credit questionnaire is "Projects which do not emphasize the award academic credit" a is to be filled out by those on-site observers whose project does not award academic credit, or has granted credit only under exceptional or extenuating circumstances. Please choose and complete one questionnaire on the award of academic credit for your project and return it to me along with the "General Information" questionnaire.

5. To maintain the confidentiality of project staff and participants, please do not use person's real names anywhere on the questionnaire.

6. If you have any questions, please call me (607-256-4431).

7. Complete the questionnaire as soon as possible and return it to me by May 30, 1980.

GENERAL INFORMATION

All on-site observers please complete.

1. Name of project:_____

2. Youthwork focus area of project:

   ___Youth operated

   ___Career exploration

   ___Private sector

   ___Academic credit for work experience

3. Location and number of project sites:

Number of Project Sites	Project Location
_____	Secondary school building
_____	Post-secondary school building
_____	Alternative school building
_____	Other, please list:
	_____
	_____
	_____

4. Length of time project has been supported by Youthwork, Inc. funding:

   From_____(mo/yr) to _____(mo/yr)

5. Was the program in existence previous to Youthwork, Inc. funding? YES NO

   If YES, program was under sponsorship of another organization or institution since 19____.

6. List all project staff members as of May 1, 1980 and describe their major responsibilities, the amount of time each week devoted to their responsibilities and check the appropriate column for when each staff member was hired and when the staff position was created.

Staffing as of May 1, 1980

	Position Title	Major Responsibilities	Time Devoted to each Activity (Approx. hrs/wk)	Hired: Before May 1, 1979	Hired: After May 1, 1979	Position Created: Before May 1, 1979	Position Created: After May 1, 1979
SAMPLE:	Director	Administration and supervision Teaching career development class	30 hrs/wk 10 hrs/wk		✓	✓	

7. For Spring 1980, rank from one to three how much time has been spent by the project on the following three participant services:

	Rank	Estimated % time spent on services
Employment preparation services Example: provision of career information, job seeking skills activities, vocational assessment	_____	_____
Education services Example: remedial education, tutoring, GED preparation	_____	_____
Work experience Example: on-the-job training, job placement, vocational exploration	_____	_____

8. Are project participants provided with a work placement as part of their program activities? _____YES _____NO

If YES, please answer the following questions.

A. What percent of the work placements are in the following two sectors?

_____Public job sector

_____Private job sector

B. Are there enough work sites available to match the project participants career or skill interests/needs to sites?

_____Yes, there has been no problem with job matching

_____No, the project does not try to match participants to work sites based on their interests. Selection is based on: (Explain)

_____

_____

_____

_____No, there are not enough work sites available in the participant's area of interest or need. Particular problems are (check one or more as applies):

_____transportation

_____scheduling problems (such as work sites open odd hours)

_____job not available in the following participant high interest areas (please list the five most important)

_____

_____

why are there not enough work sites in the areas you listed? Please explain briefly:

_____

_____

_____

_____Other, please briefly explain:_____

_____

_____

Please asterisk (*) which of the reason(s) you checked above which has contributed the most to the problem of matching participants to work sites.

Thank you.

PROJECTS WHICH DO NOT EMPHASIZE THE AWARDING OF ACADEMIC CREDIT

Please complete and return this questionnaire if your project has not, or has only under exceptional circumstances awarded academic credit to program participants.

Name of project: _____

1. Has any program participant received academic credit over the past year for activities undertaken through the project? _____YES _____NO

   If YES, please list by each participant who has received academic credit through the program the subject area(s) credit was granted in, the amount of credit awarded (in units), whether the subject(s) were in what the sponsoring education system conciders elective or required subject area(s), and briefly describe the circumstances whereby the participant was able to receive academic credit through the program. (Please identify each participant by a number and then provide the requested information.)

Participant	Subject area(s) credit was awarded (please list)	Unit of credit awarded (list by each subject area from previous column)	Please check one for each subject area listed		Circumstances whereby credit was awarded (Please explain briefly)
			Elective	Required	

2. Did the project originally plan to award academic credit in either their grant proposal or initial stages of operation? _____YES _____NO

   If YES, why was the plan or intent changed? (Please briefly explain.)

3. Has the issue of awarding academic credit to Youthwork program participants ever been discussed by project personnel with the following persons?

	Academic Credit issues ever discussed with project? (Circle one)	Who Initiated? (Identify by title)	Nature of discussion (Please check one)		Circumstances and results of discussion (Briefly explain)
			Formal	Informal	
CETA prime sponsor	YES NO				
Other CETA personnel _____(title)	YES NO				
School teachers (non project staff)	YES NO				
School principle	YES NO				
School guidance counselors	YES NO				
School board	YES NO				
Other (please list)					
_____	YES NO				
_____	YES NO				
_____	YES NO				

4. Are there any local or state legal restrictions on the award of academic credit to program participants? ____YES ____NO

   If YES, what are the governing education institutions and their restrictions?

5. With which of the following organization(s) in the project affiliated?

   ____Educational institution

   ____Community based organization

   ____Other, please list:

   _____

   _____

6. Do any programs exist in the project's local school district which award academic credit for work experience? ____YES ____NO

   If YES, please list the type(s) of program(s) and identify the sponsoring educational instiution, the target population, number of participants and the length of time the program has operated and current funding source(s) for each program listed.

Type of Program (Briefly describe)	Sponsoring Education Institution	Target Population Characteristics	Number of Participants	How long Program has Operated (# Years)	Funding Sources

7. On the average, how much time does each participant spend engaged in project activities? (Please fill in the time period which is easiest to use as a generalization.)

_____hours/week

_____hours/month

_____hours/year

Thank you.

PROJECTS WHICH AWARD ACADEMIC CREDIT

If awarding academic credit to participants is considered a regular feature of the project, please complete this questionnaire.

Name of project: _____

1. In what subject area(s) has or can the project award academic credit, and is this credit recognized by the sponsoring education institution as elective or required academic credit:

Subject Area	Project has awarded credit in subject as of May 1980 (Please circle one)	Project can award credit in subject but has not as of May 1980 True or False (Circle one)	Sponsoring education institution considers Subject elective (E) or required (R) (Please circle one)
English	YES NO	T F	E R
Math	YES NO	T F	E R
Science	YES NO	T F	E R
History	YES NO	T F	E R
Health	YES NO	T F	E R
Art	YES NO	T F	E R
Phys. Ed.	YES NO	T F	E R
General:			
Career Awareness	YES NO	T F	E R
Vocational Ed.	YES NO	T F	E R

2. How many project participants have received academic credit for activities undertaken through the project during the following academic semesters (select the project appropriate semester system and fill out either A, B or C)

Semester	Check if Project Operating During Time Period	No. of Participants Receiving Ac. Credit	Total Number of Project Participants Enrolled
Fall 1978	____	____	____
Spring 1979	____	____	____
Summer 1979	____	____	____
Fall 1979	____	____	____
Spring 1980 (anticipated)	____	____	____

PAAC-2

B. Projects operating under trimester system.

Semester	Check if Project Operating During Time Period	No. of Participants Receiving Ac. Credit	Total Number of Project Participants Enrolled
Fall 1978	_____	_____	_____
Winter 1978	_____	_____	_____
Spring 1979	_____	_____	_____
Summer 1979	_____	_____	_____
Fall 1979	_____	_____	_____
Winter 1979	_____	_____	_____
Spring 1980 (anticipated)	_____	_____	_____

C. Projects operating under quarter semester system

1st Quarter Fall '78	_____	_____	_____
2nd Quarter Fall '78	_____	_____	_____
3rd Quarter Spring '79	_____	_____	_____
4th Quarter Spring '79	_____	_____	_____
Summer 1979	_____	_____	_____
1st Quarter Fall '79	_____	_____	_____
2nd Quarter Fall '79	_____	_____	_____
3rd Quarter Spring '80	_____	_____	_____
4th Quarter Spring '80 (anticipated)	_____	_____	_____

3. Does the project award academic credit to participants for activities undertaken at a work placement or for time spent at a work placement?

_____YES _____NO

If YES, about what percent of the participants who receive academic credit through the project receive credit for their work placement activities? _____%

PAAC-3

4. For granting of academic credit considered required by the sponsoring education institution, please rank the following factors from one to five in their order of importance in determining the award of academic credit during this year.

___project does not grant required academic credit (please skip this question and go to question 5).

Factors used to determine the award of academic credit.	Rank the five most important factors from one to five on their importance in deter- the awarding of credit (where the rank of one is low and five is high)
school generated tests or quizzes	___
project generated tests or quizzes	___
standardized equivalency exams	___
written assignments (Completion and/or quality)	___
class attendance	___
class attitude	___
job attendance	___
job attitude	___
written student evaluation by job supervisor	___
oral evaluation by job supervisor	___
Other (please list):	
_____	___
_____	___

5. For the granting of elective academic credit, which of the following factors are most important in determining the award of credit during this year?

___project does not grant elective academic credit (please skip this question and go to question 6).

Factors used to determine the award of academic credit.	Rank the five most important factors from one to five on their importance in deter- the awarding of credit (where the rank of one is low and five is high)
school generated tests or quizzes	___
project generated tests or quizzes	___
standardized equivalency exams	___
written assignments (Completion and/or quality)	___
class attendance	___
class attitude	___
job attendance	___
job attitude	___
written student evaluation by job supervisor	___
oral evaluation by job supervisor	___
Other (please list):	
_____	___
_____	___

6. Have there been any changes in the awarding of academic credit to project participants over the past year? ____YES ____NO

If YES, below lists some areas where changes might have occurred. Please check those areas which have been changed and briefly explain under the areas you identified what the changes were.

____Amount of credit awarded

____Type of credit awarded

_____Measurement of competencies

_____Learning contracts

_____Employer or job supervisor input or relations

_____Type of job placement or work experience

_____Amount of time on job or the classroom

_____Other (please list and explain)

7. For the last completed grading period (semester) of this year, select* ten project youth participants from the participant roster or project files and provide the following information as it applies to each selected participant.

*Participant selection formula:

$$\frac{\text{Number of participants in project at time of last completed semester}}{10} = \text{selection code}$$

Using the selection code, pick the participant sample by choosing each participant file or name at the interval obtained from the above formula until ten participants are selected.

EXAMPLE:

$$\frac{54 \text{ total participants}}{10} = 5$$

therefore, record the appropriate information for every fifth individual from the participant roster or files which would be participant:

5,10,15,20,25,30,35,40,45,50

Please follow this participant selection formula and provide the information requested as it applies for each participant on the ten forms provided. Remember to record on the top right hand corner of each participant sheet the last completed semester used for your sample collection (at the sample should have been selected for the same semester time period).

PARTICIPANT _____ Information collected for last completed semester which ended: _____(mo/yr)

Education degree sought_____

How many credits does participant need to graduate? ____elective ____required

How many academic credits are required by the education institution for degree completion? ____elective ____required ____total number of credits needed to receive a degree

A. Participant Characteristics

Age _____(years) Race _____ Sex M F

B. Program Activities: In what subject areas has the participant received academic credit for activies undertaken through the project?

_____participant did not receive any credit for program involvement (please skip this question and go to question C)

Subject area in which received credit (list)	Number of credits for each subject	Elective (E) or Required (R) Subject (Circle)
		E R
		E R
		E R
		E R
		E R
		E R
		E R

C. Did the participant receive only partial, no or "incomplete" academic credit for a subject area when the participant was expected to obtain more or some academic credit for the subject? _____YES _____NO

If YES, please fill in and identify the subject areas and check appropriate reason for not obtaining full potential.

Did not receive any of full credit for the following subjects (Please list)	did not hand in class assignments	did not take written project exams	did not take written school exams	class non-attendance	class attitude/ behavior problems	job attitude/ behavior problems	job nonattendance	other (please list)

D. Did the participant have a job placement during the selected semester period? ____YES ____NO

If YES, please list the job placements and identify the nature of the placement(s) and length of time spent on the placement(s).

Job Placement Title and Position Description	Sector of Job Placement	Type of Placement On-the Job or Career Exploration Work Experience	Length of Placement in weeks
	Private Public	___OJT ___CE/WE	
	Private Public	___OJT ___CE/WE	
	Private Public	___OJT ___CE/WE	
	Private Public	___OJT ___CE/WE	
	Private Public	___OJT ___CE/WE	
	Private Public	___OJT ___CE/We	

8. On the average, how much time does each participant spend engaged in project activities? (Please fill in the time period which is easiest to use as a generalization.)

_____hours/week

_____hours/month

_____hours/year

Thank you.

ADDITIONAL COMMENTS

If you have any general comments about your questionnaire answers or wish to further elaborate, please use the space provided here. This space should also be used to identify your protocol numbers which have content corresponding to the questions you have answered in the academic credit or general information questionnaires. Please be sure to identify both the protocol numbers and the question which it addresses.

ABOUT THE AUTHOR

Heather E. Wiltberger is a research assistant on the Youthwork National Policy Study located at Cornell University. For the past two years she has been the liaison person assigned to the Youthwork, Inc. Academic Credit for Work Experience Projects. Her current research interests are in the policy area of federal versus local program control and the impact of federal accountability procedures on local human service innovation. She has authored or co-authored a number of articles and reports on human service delivery strategies, client case management systems, social indicators and, most recently, youth employment and training programs' award of academic credit (in Children and Youth Services Review, 1980).